Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_ Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Rubric for Academic Conversation Skills**

|  |  |  |  |
| --- | --- | --- | --- |
| **Skills** | **Meet or exceed standard**  3 = 95 | **Approach standard**  2 = 75 | **Below standard**  1 = 65 |
| **Thinking and Talking like Experts** | **Interprets** themes & applies to life; **Connects** to characters & other texts; **Critiques** texts and author’s techniques; Uses literature terms & academic expressions | Provide some interpretations and applications to life; Use some literature terms & academic expressions; Shows some deep thinking | Remains at retell level;  Gives few or no interpretation; Fails to extend conversation;  Avoids literature terms & academic expressions |
| **Building On and/or Challenging Ideas** | Generates logical theme(s); Stays on topic; Builds on one another’s comments. | Mostly stays on topic with a few tangents; Demonstrates some building of an idea. | Rarely connects or builds on ideas; Uses disconnected, random ideas; Goes off on many tangents. |
| **Supporting Ideas with Explanations & Examples** | Supports ideas and opinions with examples from text, life, and previous discussions; Clearly explains and elaborates on ideas. | Provides some support of ideas with examples and clarifications; Uses some prompts to encourage support. | Provides little or no support of ideas and themes; Fails to use appropriate prompting. |
| **Paraphrasing** | Paraphrases partner ideas to clarify, deepen, and stay focused; Synthesizes key points | Offers some paraphrasing and synthesizing of key ideas | Offers little or no paraphrasing and synthesizing. |
| **Communicating**  **Behaviors** | Actively listens, take turns, values and respects partner comments. | Uses some appropriate listening and turn-taking behaviors. | Fails to focus on partner; interrupts; Dominates conversation or does not contribute at all. |

Based on Zwiers, Jeff and Marie Crawford. *Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings.* Portland: Stenhouse, 2011. Print.

**Overall Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Comments:**